

CHAPTER II

REVIEW RELATED LITERATURE

2.1 Reading Comprehension

Comprehension is important because without it reading does not provide the reader with any information. Mc Namara (2007) states that “reading comprehension refers to the ability to go beyond the words, to understand the ideas, and the relationship between the ideas conveyed in the text”. It means that, reading comprehension is closely related to the word recognition and understanding a text. Understanding a passage makes word recognition easier. On other hand, Westwood (2008, p.31) defines reading comprehension “as an active thinking process through which readers intentionally construct meaning to form a deeper understanding of concepts and information presented in a text”. Comprehend activity engages the readers to use the information they already known then interpret, organize and reflect it with the upcoming information from the text. Gillet and Temple (1986, p.63) believe that when a person could recognize only 75 out of 100 words at a time, they are able to recognize as many as 90 when they appear in connected text. The meaning supplied by context makes word recognition easier.

Furthermore, reading comprehension is a process of constructing meaning from text. The goal of all reading comprehension is ultimately targeted at helping a reader comprehend text. Here the process of reading comprehension is interaction between the writers as the owner and the author of ideas and information to the reader as the searcher ideas and information. The process of

comprehending text is not exact. Different reader will interpret an author's message in different ways.

2.1.2 The Teacher's Problems in Teaching Reading Comprehension and Possible Ways to Cope with Problems

In teaching and learning process, there are three kinds of problems faced by the teacher in teaching reading comprehension. Besides, there will be the solutions to overcome each problem.

1. Selection of Reading Material

Selecting reading material is one of the components included in the lesson plan in general and reading skill in particular. In selecting reading material, the teacher may use textbooks, students' work books, magazines, newspaper, article, etc.

There are three areas that need to be considered in selecting reading material: the concepts are not difficult, the vocabulary is familiar to the reader, and the words are not used in unusual ways (Otto, et.al: 1979).

In addition, the selected reading materials must be appropriate to the level of interest, format type, and level of difficulty of the students (Miller, 1972).

Furthermore, to overcome the problems in selecting reading material the teacher must choose, edit, modify, or create appropriate materials for students with varied needs and purposes to read. Because, the selecting reading materials must stimulate the students' interest to read, helps the students encourage to think and talk about the content of the reading text more easily and enjoyable.

2. Classroom Organization

Commonly, the number of students in the class in our country is very big, it is a very difficult duty for the teacher to organize the classroom, because the teacher needs a long time to organize the atmosphere. Classroom management is in the hand of the teacher so the teacher has to take control of the arrangement of his / her classroom.

The alternative solution for this problem is forming group. Grouping by reading level is common practice, the students can be assigned to do the reading task in pairs or in a small group. There are several kinds of reading group (Schubert and Torgerson: 1972):

1. Achievement grouping
2. Research or interest grouping
3. Special-need grouping
4. Team grouping
5. Tutorial grouping

3. Develop students' motivation and interest

Develop students' motivation and interest is one of the teacher biggest problems in teaching reading. Motivation plays an important role for students to do well in their entire task, beside that they will enter reading lesson with zest and more energetic. To encourage students' motivation and interest, according to (Traxler, et.al: 1967), there are simple procedures for building students' motivation and interest toward the reading situation:

1. The student should be accepted and appreciated as a person
2. The students should be helped to choose books he/she can understand and read successfully with real interest
3. He/she should be made aware of and rewarded for each step in the right direction and for his smallest success.

Therefore, the teacher needs to give praise for his/her students because it can enhance students' motivation and interest started to read, and assists other in keeping their motivations running.

2.1.3 Assessment of Reading Comprehension

In teaching learning process, teacher must comprehend some components that support their teaching activity such as, teaching method, strategy, technique, media, authentic material, and authentic assessment. Authentic materials will help the teachers in teaching and learning process easier.

According to Ministry of Education and Culture Studies (2013:1), assessment is a series of activities to realize, analyse, and interpret the data about process and students learning outcomes who performed in a systematic and continuous. Because assessment is a fundamental part of teaching learning, therefore every teacher should assess their students' learning process. Authentic assessment is assessing the beginning of input, process, and output of learning which includes knowledge, attitudes and skill. Based on Wahyuni and Ibrahim (2012), there are three kinds of authentic assessment:

1. *Performance assessment* is assessment that asks students to demonstrate and desire the criteria. It involves students in applying knowledge and skill that are necessary in the practice of their daily lives.
2. *Portfolio* assessment is a collection of student assignment for example in the subject of language such as poetry, drama script, and letters.
3. *Product assessment* is assessment that includes assessing learners's ability to make the products of technology and art.

Therefore, from the description above the teachers should assess the students' learning process to measure the students' understanding about the topic given by the teachers. The teacher must not use all of the assessments, but he or she can choose one of them that is suitable with the activity in teaching and learning process.

2.2 Teaching Media

Media are anything that carry information between the source and receiver which have a purpose to facilitate communication and study (Smaldino, Lowther, Russell, 2012:7). Media are beneficial for the teaching learning process because media are able to save more time, stimulate students' motivation and critical thinking. In other words, media create the teaching and learning process to run well.

2.2.1 Function of Media

In the teaching and learning process, there are some functions of media based on Sadiman et.al (2010: 17). Those functions are:

1. Media make delivering the message easier and prevent the use of traditional teaching style in teaching and learning process.
2. Media help the students to stimulate their critical thinking in the classroom and using media is more effective because it takes less time.
3. Appropriate media can build students' interest and interaction with environment and reality from their independent learning based on their interest and ability.
4. Media can give the same stimulation of perception between teachers and students in different background, curriculum and teaching material.

Finally, from those points, it can be concluded that media have many kinds of advantages in teaching and learning process. Furthermore, the teacher must be selective in choosing the media in their teaching for the learners to get the students' understanding.

2.2.2 Types of Media

According to Ashar (2011: 44-45), there are four types of media depending on the sense namely audio media, visual media, audio visual media, and multimedia.

1. *Audio Media* is kind of media that only focus on hearing aspect. For example: tape recorder, radio, etc.
2. *Visual Media* is kind of media that only focus on sight aspect like printed media. For example: book, journal, map, picture, etc.

3. *Audio Visual Media* is kind of media that focus on hearing and seeing aspect. For example: film, video and TV program.

4. *Multimedia* is kind of media that involve various kinds of media and tools integrated in activities of learning process.

From the description above, it can be concluded that there are four types of media that can be used by the teacher in teaching. He or she can choose one of them based on the characteristic of students' learning.

2.2.3 Newspaper

According to Effendi (1993:241), newspaper is printed sheets that report society phenomenon published periodically, generally, that will be influenced in modern life. Newspaper is able to convey a lot of information whether local or international. There are four characteristics of newspaper based on Effendi (1993:241):

1. *Publicity* is spread the information or news related to the public interest.
2. *Periodicity* is the regularity of publication. The regularity can be once in a day or one or two in a week.
3. *Universality* means that newspaper not only contains of one problem or phenomenon, but also contains various kinds of universal news.
4. *Actuality*, based on Effendi (1993:119-121), is actual as the first characteristic of newspaper is a rapidity of the reports without override the importance of the real news and has not been published before.

Based on the characteristics above, it can be concluded that newspaper is a printed sheets that contains the information or news universally, actual and published periodically.

2.2.4 Jakarta Post

Jakarta Post is an Indonesian daily newspaper printed in English. It is appeared after a conversation between the minister of information Ali Moertopo and Mr.Jusuf Wanandi in 1982. PT. Bina Media Tenggara is chosen to publish it. On April 25, 1983, the first issue of *The Jakarta Post* appeared. Its goal is not only to improve the standard of English language media in Indonesia, but also bring together four competing media publishers, Suara Karya, Kompas, Sinar Harapan and Tempo-into producing a quality newspaper with an Indonesian perspective. We can also access the website of the newspaper on www.thejakartapost.com